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A framework is provided for teacher use in coordinating related classroom instruction, vocational homemaking student career objectives, and planned training station learning experiences. The details were prepared and revised by students of Home Economics Related Occupations 585 at Indiana State University. Child care occupation plans include those for aids in the home, kindergarten, nursery school, and the playground. Clothing related jobs for alterations personnel, maintenance and repair workers, and receivers and spotters at the dry cleaners are outlined. Food service occupation experiences are outlined for: (1) assistant baker, (2) caterer assistant, (3) counterman in a lunch room or coffee shop, (4) dishwasher, (5) grocery checker, (6) hospital diet order clerk, (7) hospital tray girl, (8) salad girl, and (9) short order cook. Suggested areas of training and experiences for household management jobs are included for a home maintenance aid, homemakers assistant, hotel housekeeper, and school janitoress. Experiences for jobs in sales and care of the elderly are also planned. (FP)

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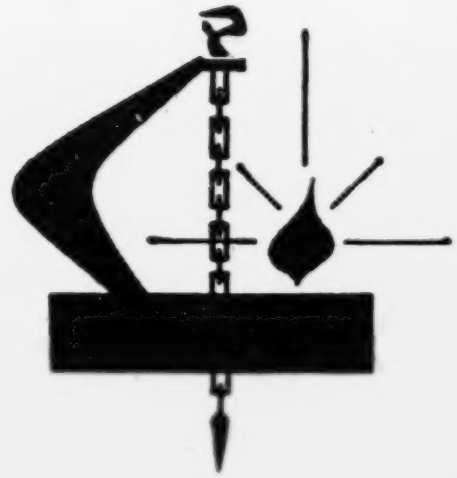
HOME ECONOMICS



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TRAINING PLANS

VT008492

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HOME ECONOMICS RELATED OCCUPATIONS

TRAINING PLANS

prepared by:

Home Economics Related Occupations
Home Economics 585, ISU
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OFFICE OF STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

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January, 1969

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PREFACE

"American schools use the work environment in many ways to secure general education and vocational education outcomes. In particular, the cooperative plan of vocational education has grown rapidly over the past 23 years. There needs to be a rather clear-cut understanding of the objectives and capabilities of these programs. The position taken here is that: (1) the student-learner's career objective determines his program classification and (2) the subject matter presented in the related instruction and the educational opportunities at the training station, as revealed by a carefully prepared training plan, determine how well his career objective may be served. In addition, the teacher-coordinator may ask himself:'In light of this enrollee's career objective and his planned training station learning experiences, which type of related classroom instruction would have the most vocationally useful outcome for him?'" (Mason, Ralph E., Ph. D., and Haines, Peter G., Ph. D., COOPERATIVE OCCUPATIONAL EDUCATION, The Interstate Printers and Publishers, Inc., Danville, Illinois)

The step-by-step training plans in this composite were prepared by students in Home Economics Related Occupations 585 at Indiana State University in June, 1967 and were revised by the class of June, 1968. Represented is a cross-section of plans in home economics related occupations which are to be used as models and revised as the individual and program warrant. The form was developed by Ralph E. Mason, Ph. D.

References include:

Dictionary of Occupational Titles
United States Government Printing Office, Washington: 1952, pp. 250-251; Job Descriptions and Organizational Analysis for Hospitals and Related Health Services.
State Curriculum Guides
Mason, Ralph E.: Methods in Distributive Education and Cooperative Occupational Education

CHILD CARE

Filomae Schmidt
Adapted from
Sandy Britton

STEP-BY-STEP TRAINING PLAN

CHILD CARE: CHILD CARE AIDE IN THE HOME

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

A career in child care offers many opportunities not only in the home but in day care centers, nursery schools, babysitting areas in department stores, and many other places. This step-by-step plan, however, deals only with that aspect of child care in the home. The following paper is adapted from Mr. Mason's step-by-step training plan for a waitress or bus boy.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about child care employment		
Securing facts about the importance of child care	_____	_____
Classifying the different types of child care aides	_____	_____
Making a survey of child care aides and employers of these aides to classify the various areas child care in the home covers.	_____	_____
Making a survey to discover the job opportunities in the area	_____	_____
2. Qualifying for a career as a child care aide		
Meeting physical, personal and educational requirements	_____	_____
Learning the role of the child care aide	_____	_____
Learning ethical standards such as not reading others mail, honesty	_____	_____
Being physically and mentally healthy	_____	_____
Being cooperative	_____	_____
Being responsible	_____	_____
Follows directions	_____	_____
Interested and likes children	_____	_____
Able to handle emergency situations	_____	_____
Able to manage time and energy	_____	_____
Learns to dress neatly and pleasing to children	_____	_____
Learns cleanliness of the body	_____	_____
Learns cleanliness of clothing	_____	_____
3. Developing child care skills		
Knowing what to expect of children at different ages	_____	_____
Learning the ways and standards of various families	_____	_____
Learning to feed babies and children	_____	_____

	Training In Class	Experience On-the-job
Learning precautions in handling a baby		
Learning to select appropriate clothing to be worn by children		
Learning how to help babies and children enjoy the bath		
Preparing children for nap		
Helping children to get along with other children		
Knowing how to keep children amused		
Knowing the do's and dont's of story telling		
Learning safety precautions of caring for children		
Learning to care for handicapped children		
4. Developing food preparation skills for babies and children		
Learning the preparation of formula and baby foods according to the employer's directions		
Learning what the nutritional needs are for children		
Learning how to prepare foods for children		
Knowing short cuts in preparation		
Learning to prepare foods for snacks and meals		
Knowing how to encourage children to enjoy meals		
Knowing how to feed babies		
Knowing how to operate kitchen appliances		
Maintaining standards of cleanliness		
5. Developing housekeeping skills		
Mastering the various housekeeping skills which a child care aide may have to employ:		
Laundry		
Ironing		
Mending		
Dusting		
Running vacuum cleaner		
Changing bed linens		
Cleaning mirrors		
Polishing furniture		
Mopping and waxing floors		
Washing dishes		
Running errands		
Mastering safety techniques that should be employed when using the housekeeping skills, materials, and equipment		
6. Developing home nursing skills		
Entertaining a sick child		
Comforting a child in pain		
Selecting and preparing foods for a sick child		

	Training In Class	Experience On-the-job
Knowing how to read a thermometer	_____	_____
Knowing how to give medicine and follow specific orders prescribed by doctor	_____	_____
Keeping records of sick child for parents and doctor	_____	_____
Knowing how to make a back rest and other aids for comfort	_____	_____
Mastering all other areas in homenursing such as making a bed with patient in it, sponge bath and back rub.	_____	_____
7. Employing safety at all times		
Knowing where fuses or circuit breakers are	_____	_____
Knowing all escape routes from the house	_____	_____
Knowing what to do and who to call in case of fire, poisoning, sudden illness	_____	_____
Employing safety measures when children are outside using playground equipment or around animals	_____	_____
Knowing safety measures to prevent accidents in the home	_____	_____
Knowing how to prevent accidents	_____	_____
8. Completing individual projects		
Reading the wide variety of resources on child care, textbooks, magazines, publications, pamphlets		

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Faye Scherzinger

STEP-BY-STEP TRAINING PLAN

CHILD CARE: KINDERGARTEN AIDE

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

The child care occupations offer the student-trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of child care benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learn about the functions of kindergartens.		
A. Learn about the behavior and characteristics of the five year old.	_____	_____
B. Learn the ways the first school structured experience affects a child's behavior.	_____	_____
C. Learn the facts about the physical facilities of kindergarten.	_____	_____
2. Qualifications as a kindergarten aide.		
A. Meet physical requirements.		
1. Health certificate.	_____	_____
2. Good posture.	_____	_____
B. Standards of grooming.		
1. Clean body and easily cleaned, comfortable clothes.	_____	_____
2. Care for hair, nails, and teeth.	_____	_____
3. Learn to use appropriate amounts of cosmetics.	_____	_____
C. Personal requirements.		
1. Friendly attitude toward others.	_____	_____
2. Like children	_____	_____
3. Cooperation with school personnel.	_____	_____
4. Honesty.	_____	_____
5. Patience.	_____	_____
D. Educational requirements.		
1. Showing ingenuity.	_____	_____
2. Follow instructions explicitly.	_____	_____
3. Accept honest share of responsibility.	_____	_____
4. Handle equipment and supplies carefully.	_____	_____
E. Demonstrate concern for children.		
1. Know each child's name.	_____	_____
2. Know something about each child.	_____	_____
3. Give each child a fair amount of time.	_____	_____

	Training In Class	Experience On-the-job
3. Work Habits.		
A. Daily task plan.	_____	_____
B. Ideas of work simplification.	_____	_____
C. Management of time and energy.	_____	_____
D. Cleanliness of work area.	_____	_____
4. Interaction with children.		
A. Developing a pleasant attitude and response to children.	_____	_____
B. Learning how to handle accidents.	_____	_____
C. Explaining procedures to children.	_____	_____
D. Using language children will understand.	_____	_____
E. Creating an environment conducive to learning.	_____	_____
F. Teaching safety.	_____	_____
G. Promoting wholesome relationships among the youngsters.	_____	_____
5. Other procedures.		
A. Taking attendance.	_____	_____
B. Assisting with the hanging up of coats, hats, and boots.	_____	_____
C. Preparing snacks.	_____	_____
D. Leading songs.	_____	_____
E. Telling stories.	_____	_____
F. Teaching printing.	_____	_____
G. Teaching painting and drawing.	_____	_____
H. Playing games.	_____	_____
I. Teaching use of the play equipment.	_____	_____
6. Student projects.		
A. Reading about child care in all appropriate materials.	_____	_____
B. Keeping a case study on a particular child while participating in a kindergarten situation	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Faye Scherzinger
Adapted from Mrs.
Nancy Hunter

STEP-BY-STEP TRAINING PLAN

CHILD CARE: NURSERY SCHOOL AIDE

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

The child care occupations offer the student-trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of child care benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about nursery schools		
A. Learning about three and four year old's behavior characteristics and ranges of development.	_____	_____
B. Learning how nursery school affects a child's behavior and why he reacts in a particular way.	_____	_____
C. Securing facts concerning the importance of nursery school for the child and his needs and development.	_____	_____
2. Qualifying as a nursery school aide		
A. Meeting the physical and personal requirements.		
1. Being suitably dressed for work with children.	_____	_____
2. Learning to improve personal appearance.		
a. Care of nails, hair, face and teeth.	_____	_____
b. Avoid extremes of make-up and hair styles.	_____	_____
c. Maintain good posture.	_____	_____
d. Keep clean.	_____	_____
B. Meeting educational requirements.		
1. Liking children.	_____	_____
2. Showing ingenuity.	_____	_____
3. Following instructions.	_____	_____
4. Accepting responsibility.	_____	_____
5. Being honest.	_____	_____
6. Cooperating with fellow employees.	_____	_____
7. Handling equipment and supplies carefully.	_____	_____
8. Being patient.	_____	_____

	Training In Class	Experience On-the-job
C. Satisfying each child's individuality.		
1. Remembering each child's name.	_____	_____
2. Showing genuine interest in each child.	_____	_____
3. Giving prompt attention where it is needed	_____	_____
3. Developing good work habits.		
A. Planning work to be done.	_____	_____
B. Saving time and steps by organization of thoughts and processes.	_____	_____
C. Considering proper timing for various activities.	_____	_____
D. Maintaining standards for cleanliness in the school room.	_____	_____
4. Working with children.		
A. Developing a pleasant attitude toward children.	_____	_____
B. Learning the procedures in handling accidents.	_____	_____
C. Explaining procedures to children.	_____	_____
D. Using language children understand.	_____	_____
E. Creating an environment conducive to learning.	_____	_____
F. Promoting sharing among children.	_____	_____
G. Teaching safety in and out of school.	_____	_____
5. Learning other procedures.		
A. Taking attendance.	_____	_____
B. Helping with coats, hats, and boots.	_____	_____
C. Preparing snacks.	_____	_____
D. Leading songs.	_____	_____
E. Telling stories.	_____	_____
F. Playing games.	_____	_____
G. Leading dances.	_____	_____
6. Individual projects.		
A. Reading articles on child care in magazines, books, and pamphlets.	_____	_____
B. Preparing a notebook concerning nursery school activities and procedures.	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Bessie L. Turner
Teacher Corps-Intern
Indiana State University
Terre Haute, Indiana

STEP-BY-STEP TRAINING PLAN

CHILD CARE: PLAYGROUND ASSISTANT

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

Working as a playground assistant can offer the student-learner various career opportunities in the area of child care. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of learning for the student-learner. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning the role of playground assistant		
Securing and studying information on play activities for different age groups of children	_____	_____
Classifying playground equipment according to age groups	_____	_____
Observing playground supervisors and assistants on the job	_____	_____
Listing duties of playground supervisors and assistants as observed	_____	_____
2. Qualifying for a career as a playground assistant		
Meeting the physical and personal requirements:		
Maintaining good personal appearance	_____	_____
Wearing clothing appropriate for the job and appealing to children	_____	_____
Having a genuine liking for children	_____	_____
Developing an understanding of young children	_____	_____
Being reliable and honest	_____	_____
Being courteous	_____	_____
Being enthusiastic and alert	_____	_____
Having a sense of humor	_____	_____
Maintaining good health	_____	_____
Being able to work under supervision and follow instructions	_____	_____
Cooperating with others	_____	_____
Accepting criticism and advice	_____	_____
Meeting the educational requirements:		
Learning to care for playground equipment, games, etc.	_____	_____
Developing communicative skills	_____	_____
Developing creativity and imagination	_____	_____
Developing an ability to work effectively with children	_____	_____

	Training In Class	Experience On-the-job
Cooperating with others on the job		
Learning to recognize signs of illness		
Learning to administer simple first-aid treatment		
Planning, preparing and serving snacks and/or refreshments		
Developing simple mathematical skills		
Satisfying the employer's requirements:		
Displaying initiative		
Respecting children and adults		
Being obedient		
Being prompt		
Showing a genuine interest in following the demands of the employer		
Displaying enthusiasm and willingness to perform extra duties		
Learning names of children and adults		
Being attentive to children at all times		
Organizing and conducting play activities for children		
Developing flexibility		
Taking disciplinary steps when necessary		
3. Developing good work habits		
Knowing the number, age, sex, names, and whereabouts of children at all times		
Punctuality		
Planning ahead of time for several possible activities with which to entertain the children		
Protecting the health and safety of children at all times		
Knowing how to locate parents or guardians at all times		
Writing down all directions		
Maintaining orderliness and cleanliness of self, children, and equipment		
Assisting children in forming good work and play habits with others		
Assisting and displaying a good example in the formation of good manners		
Helping children learn self-discipline, decision and choice making		
Writing down emergency telephone numbers--fire department, police, doctors, etc.		
4. Learning about children		
Understanding young children:		
Individual differences		
Emotional needs		
Physical needs		
Social needs		
Interests and abilities		

	Training In Class	Experience On-the-job
Meeting needs of young children:		
Play and activities	_____	_____
Nutritional	_____	_____
Personal hygiene	_____	_____
Rest and sleep	_____	_____

5. Learning about related careers

Day care center assistant	_____	_____
Community and private nursery school assistant	_____	_____
Assistant in children's home	_____	_____
Assistant in pediatric ward of hospital	_____	_____
Playground supervisor	_____	_____

6. Completing Individual Projects

Preparing a job manual based on activities at the training station. Do a case study on one of the children at the training station.

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to: Employer, Teacher-coordinator, Student)

Filomae Schmidt
Adapted from
Linda Caudill

STEP-BY-STEP TRAINING PLAN

CHILD CARE: TEMPORARY BABY-SITTER

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

The area of child care offers the student-trainee many career opportunities. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of child care benefits the employer by making the student-trainee an efficient, valuable, and trustworthy employee. It benefits the student by helping her toward her career objective.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about the baby-sitting business		
Securing facts on the importance of being a good baby-sitter	_____	_____
Gathering data about the different types of homes in the community (ex. apartments, trailers, etc.)	_____	_____
Classifying the different children in the community (ex. infants, growing child, foster, adopted, handicapped, epileptic, etc.)	_____	_____
Making a survey of the number and types of baby-sitters needed in the community	_____	_____
Determining status symbols of baby-sitting	_____	_____
Learning to apply for a job and carry out a good interview	_____	_____
2. Qualifying for a career as a temporary baby-sitter		
Meeting the physical and personal requirements:		
Appearing in clothing that appeals to children	_____	_____
Caring of shoes, clothing, and accessories	_____	_____
Caring of body- posture, weight and cleanliness	_____	_____
Caring of good grooming habits	_____	_____
Maintaining good health	_____	_____
Maintaining physical stamina and emotional stability (ability to relax, etc.)	_____	_____
Developing ability to work under supervision and to follow directions	_____	_____
Developing skill in communication with adults and children	_____	_____
Displaying flexibility, initiative, and reliability; honesty	_____	_____

	Training In Class	Experience On-the-job
Displaying a warm interest and enthusiasm with children	_____	_____
Being imaginative and have a sense of humor	_____	_____
Respecting privacy of employees and child (ren)	_____	_____
3. Developing good work habits		
Being aware at all times of the health and safety of the child (ren)	_____	_____
Displaying ability to carry out extra assignments of employee	_____	_____
Handling of household and play equipment carefully	_____	_____
Knowing emergency telephone numbers fire, police departments	_____	_____
Knowing whereabouts of parents or guardians at all times	_____	_____
Maintaining orderliness and cleanliness in the home	_____	_____
Writing down all messages and directions	_____	_____
Assisting child(ren) in forming of good housekeeping and health habits	_____	_____
Assisting and being an example in the formation of good manners	_____	_____
4. Learning about children		
Distinguishing between the role of the parent or guardian and the role of baby-sitter	_____	_____
Caring of infants		
Precautions in handling	_____	_____
Preparation of formula and baby foods	_____	_____
Special care in bathing and dressing	_____	_____
Understanding younger children		
Individual differences, interests, and abilities	_____	_____
Emotional, physical, and social needs	_____	_____
Knowing about specific habits of child(ren) food, rest, and play	_____	_____
Helping the child(ren) discipline himself and to make choices and decisions	_____	_____
Understanding the changing needs of the growing child	_____	_____
Importance of homes to teen-age child	_____	_____
5. Learning other procedures		
Handling critical discipline situations such as temper tantrums, holding breath, etc.	_____	_____
Securing first-aid knowledge to meet minor mishaps at home	_____	_____
Securing knowledge about childhood diseases and illnesses	_____	_____
Securing knowledge about special diseases such as epilepsy	_____	_____
Securing knowledge of safety precautions in the home	_____	_____

	Training In Class	Experience On-the-job
Learning to prepare simple meals and snacks for children	_____	_____
Learning to figure hours worked and total money earned	_____	_____
Securing knowledge of community- know streets, neighbors	_____	_____
6. Learning about related careers		
Day care center assistant	_____	_____
Recreational center aide	_____	_____
Community and private nursery school assistant	_____	_____
Assistant in children's home	_____	_____
Assistant in pediatric ward of hospital	_____	_____
Self-employment care of children in own home	_____	_____
Employment as full-time baby-sitter	_____	_____
7. Completing individual projects		

Reading child care books, magazines, pamphlets, and publications. Preparing a job manual based on activities at the training station. Developing career manuals.

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

CLOTHING

Mrs. Mary Lou Sparks
525 Boyd Circle
Michigan City, Indiana46360
Rev. by Betty Robertson
Roachdale, Indiana

STEP-BY-STEP TRAINING PLAN

CLOTHING: ALTERATIONS FOR MEN'S CLOTHING

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

The clothing industry offers the student-trainee many career opportunities. A variety of learning experiences will be needed to develop the kinds of abilities required in clothing related occupations. A student will be trained to work under supervision of a qualified seamstress in alteration of men's clothing. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Personal Appearance and Characteristics		
Honesty and dependability	____	____
Understands how to be well groomed	____	____
Understands type clothing best for work	____	____
Maintaining good posture	____	____
Taking care of shoes, clothing and accessories	____	____
2. Occupational qualities		
Displaying initiative	____	____
Showing interest	____	____
Ability to read and follow directions	____	____
Ability to make decisions	____	____
Ability to work and cooperate with others	____	____
Recognizes the importance of honesty	____	____
Ability to get along with customers	____	____
Conserving supplies and preventing waste	____	____
Handling equipment carefully	____	____
Satisfying the customer's requirements:		
Remembering names and faces	____	____
Showing a genuine interest in the customer's likes	____	____
Giving prompt attention	____	____
Reasonable cost - posted	____	____
3. Employer-Employee relations		
Scope and limitations of job	____	____
Work agreements	____	____
Interpersonal relationships	____	____
Social Security	____	____
Laws affecting employment	____	____

	Training In Class	Experience On-the-job
4. Manipulative skills		
Ability to use equipment for home sewing, laundering, and pressing	_____	_____
Hand sewing ability	_____	_____
5. Experience		
Knowing basic sewing skills necessary for job	_____	_____
Being aware of men's styles	_____	_____
Understanding working with men	_____	_____
Understanding differences of age groups	_____	_____
6. Developing good work habits		
Planning the work to be done	_____	_____
Saving time and steps by proper routing	_____	_____
Avoiding useless and ineffective motions	_____	_____
Considering proper timing	_____	_____
Maintaining standards for cleanliness	_____	_____
Maintaining standards for work performed	_____	_____
7. Techniques and standards for alterations		
Making and using hand and machine stitches	_____	_____
Stitches for attaching hooks and eyes, snaps, and buttons	_____	_____
Turning frayed shirt collar and cuffs	_____	_____
Cutting men's trousers; hemming trousers	_____	_____
Patching	_____	_____
Enlarging or taking up clothes	_____	_____
Replacing zippers	_____	_____
Determining needed repairs and alterations	_____	_____
Judging quality of workmanship	_____	_____
8. Guides for pressing		
Press with the warp to avoid stretching	_____	_____
Press on wrong side to avoid shine	_____	_____
Use correct temperature for fabric	_____	_____
Know new fabrics on market	_____	_____
9. Learning to use equipment		
Operating regular and power machines for this work	_____	_____
10. Completing individual projects		
Prepare a job manual based on activities at the training station	_____	_____
Develop career manuals	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(copies to: employer, teacher-coordinator, student)

Loretta Neidigh
Route 1, 61st Ave.
Hobart, Indiana 46342
Rev. by Betty Robertson
Roachdale, Indiana

STEP-BY-STEP TRAINING PLAN

CLOTHING: ALTERATIONS AND REPAIR TRAINEE

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

The alterations area offers the student direct placement after training and opportunities for advancement. This plan is presented as a means for defining and organizing the training program for the student. Through the plan, an attempt is made to relate the classroom instruction to on-the-job training. The job supervisor and teacher-coordinator are to indicate, by checking, the trainee activities they are including for the job and for the classroom.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about alteration and repair job opportunities		
A. Gathering data on the establishments that provide alterations and repair services	_____	_____
B. Surveying community establishments that offer alterations and repair services and the extent of the services	_____	_____
C. Determining the effect of alterations and repairs upon the establishment and customer	_____	_____
D. Investigating the specific job opportunities	_____	_____
E. Services in the home	_____	_____
2. Qualifying for a career as an alterations and repair employee		
A. Physical requirements		
1. Neat appearance of hair, nails, face, and teeth	_____	_____
2. Cleanliness and the use of deodorants	_____	_____
3. Avoidance of extremes in make-up, clothing, and hair styles	_____	_____
4. Maintaining good posture for work and appearance	_____	_____
5. Maintaining fitness through diet, rest, and exercise	_____	_____
B. Personal requirements		
1. Shows understanding of self and others	_____	_____
2. Adjusts to difficult situations	_____	_____
3. Cooperates with other workers and employer	_____	_____
4. Shows respect for property and people	_____	_____
5. Demonstrates responsibility, honesty, interest and initiative	_____	_____
C. Work habit requirements		
1. Following directions	_____	_____
2. Planning and routing work to be done	_____	_____
3. Familiar with skills and techniques	_____	_____
4. Avoiding unnecessary motions	_____	_____
5. Maintaining values of cleanliness and neatness	_____	_____

	Training In Class	Experience On-the-job
6. Meeting deadlines and time schedules		
7. Using equipment and supplies carefully and conservatively		
8. Desire to maintain the job		
D. Satisfying the customer's requirements		
1. Remembering names and faces		
2. Showing interest in customer's desires		
3. Giving prompt and considerate attention		
4. Handling the dissatisfied customer		
3. Skills and procedures necessary for receiving alterations and repairs assignments		
A. Customer and worker review and evaluate task to be performed		
B. Employee measures and marks alteration		
C. Garment is tagged for identification		
D. Claim check is made		
E. Estimate and pick-up date is determined		
4. Skills and procedures necessary for performing alterations and repairs assignments		
A. Proper and efficient methods for removing seams		
B. Evaluation of garment fit with regard to grain of fabric and design of garment		
C. Correction of fitting problems of all types in jackets and coats		
D. Performance of various hem types		
E. Alteration of waistline of skirts at dart and side-seam locations		
F. Replacement of zippers		
G. Replacements of other fasteners		
H. Relocation of darts in dress bodice		
I. Replacement of dress linings and coat linings		
J. Alteration of trousers at waistline and hipline		
K. Cuffing trousers		
L. Repairing holes, knit and woven fabrics		
M. Ability to handle special fabrics properly		
N. Ability to use pressing equipment effectively and efficiently		
O. Ability to use various types of sewing machines		
P. Ability to use smaller sewing equipment		
5. Learning other procedures		
A. Store policies on lost items, mistakes, failures, and damaged garments		
B. Safety regulations		
C. Use of facilities		
D. Employee rights and responsibilities		

	Training In Class	Experience On-the-job
6. Completing individual projects		
A. Develop career manuals	_____	_____
B. Prepare a job manual showing activities at the station	_____	_____
C. Evaluate progress	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ Student _____

School Principal _____

(Copies to: Employer, teacher-coordinator, student)

Melba Murphy
Adapted from
Mrs. Jane Steiner

STEP-BY-STEP TRAINING PLAN

CLOTHING: DRY CLEANERS - RECEIVER OR SPOTTER

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

The dry cleaning establishment offers the student-trainee various employment opportunities. The step-by-step plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different areas of the dry cleaning business benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about the dry cleaning establishments		
A. Observe activities within dry cleaning establishment	_____	_____
B. Secure facts on the importance of the dry cleaning business	_____	_____
C. Learn the difference between the processes used in dry cleaning and laundering	_____	_____
D. Learn how people are benefited	_____	_____
E. Gather data on services provided by dry cleaning business	_____	_____
F. Classify the types of jobs within the cleaning establishment	_____	_____
G. Make a survey of the number of dry cleaning establishments in the area	_____	_____
H. Learn what the legal procedures would be if a garment were damaged	_____	_____
2. Qualifying for a career as a dry cleaning receiver and/or spotter		
A. Meet the personal requirements		
1. Be prompt	_____	_____
2. Be neat, clean, and well groomed	_____	_____
3. Show a genuine interest in the business and customers	_____	_____
4. Have a pleasing personality	_____	_____
B. Meet the occupational requirements		
1. Display initiative	_____	_____
2. Show interest	_____	_____
3. Be obedient	_____	_____
4. Follow directions	_____	_____
5. Accept responsibilities	_____	_____
6. Get along with customers	_____	_____
7. Cooperate with other employees	_____	_____

	Training In Class	Experience On-the-job
8. Conserve supplies and prevent waste	_____	_____
9. Handle equipment carefully	_____	_____
10. Handle customer complaints tactfully	_____	_____
3. Developing good work habits		
A. Be prompt	_____	_____
B. Plan work to be done	_____	_____
C. Avoid useless and ineffective motions	_____	_____
D. Save time and energy by proper routing of procedures to be completed	_____	_____
E. Complete work in orderly manner	_____	_____
4. Promoting dry cleaning business		
A. Develop pleasing personality	_____	_____
B. Be cooperative, courteous, informed, and efficient	_____	_____
C. Be prompt in customer assistance	_____	_____
D. Be accurate in labeling garments for correct cleaning procedures	_____	_____
5. Duties performed by the receiver-spotter		
A. Greet the customers	_____	_____
B. Receive the clothes	_____	_____
C. Label the clothes	_____	_____
D. Separate clothes according to laundry and dry cleaning	_____	_____
E. Learn how to use the "write-in" machine	_____	_____
F. Check articles for spots or stains	_____	_____
G. Fold drapes after they are cleaned	_____	_____
H. Bag articles after being inspected	_____	_____
I. Place cleaned garments on conveyor and put customer call tag on bag	_____	_____

6. Complete individual projects
   A. Read publications on care and handling of fibers.
   B. List duties performed by various workers in dry cleaning establishment.
   C. Keep a daily log of activities and a list of new things learned.

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Melba Murphy
Adapted from
Susan Murray

STEP-BY-STEP TRAINING PLAN

CLOTHING: LAUNDRY AIDE

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

An aide in a laundromat might be a step in the direction to career opportunities in the commercial laundromat business. The following list is a step-by-step plan devised as a guide for setting up a work program of various areas of experience in a laundromat. Such a plan benefits the student-learner by helping him obtain his objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Gaining knowledge of the laundry business		
A. Learning about the different facilities located in a laundromat	_____	_____
B. Observing activities in the laundromat	_____	_____
C. Survey number of laundromats in local area	_____	_____
D. Learning the importance of laundromats to our way of life	_____	_____
2. Qualifying as a laundry aide		
A. Personal qualities		
1. Dresses appropriately	_____	_____
2. Clothes fit properly	_____	_____
3. Wears hair in a simple style	_____	_____
4. Wears make-up not too extreme	_____	_____
5. Wears well-fitting shoes	_____	_____
6. Cleanliness of body	_____	_____
a. hair	_____	_____
b. teeth	_____	_____
c. nails	_____	_____
d. deodorant	_____	_____
* Occupational Requirements		
Display initiative	_____	_____
Shows interest	_____	_____
Being obedient	_____	_____
Follows directions	_____	_____
Recognizes importance of honesty	_____	_____
Accepts responsibility	_____	_____
Gets along with the customers	_____	_____
Conserves supplies and prevents wastes	_____	_____
Handles equipment carefully	_____	_____

* All material included under occupational requirements taken from handout material by Dr. Mason

	Training In Class	Experience On-the-job
Other Occupational Requirements		
Knowing how to handle an emergency	_____	_____
Ability to handle complaints tactfully	_____	_____
Ability to take care of lost and found articles properly	_____	_____
Ability to handle telephone calls	_____	_____
Ability to make minor repairs on equipment	_____	_____
Knowing how to watch for vandalism and what to do in such a case	_____	_____
Ability to watch out for children	_____	_____
Customer Requirements		
Gives prompt attention to customer requests	_____	_____
Demonstrates use of various machines (washer, dryer, dying machine, wringer, presser, dry cleaning machines, soap dispensers)	_____	_____
Ability to make change for coin operated equipment	_____	_____
Knowledge of machine cycles	_____	_____
Knowledge of types of fabrics that can or cannot be laundered	_____	_____
Knowledge of the use of detergents, bleaches, and rinses	_____	_____
Ability to measure detergents and bleaches	_____	_____
Knowledge of how to dye garments, etc.	_____	_____
Knowledge of water temperatures in relation to clothing laundered	_____	_____
Knowledge of stain removal and spotting	_____	_____
Ability to assist customer in any way necessary	_____	_____
3. Developing good work habits		
Be prompt	_____	_____
Plan work to be done	_____	_____
Organize daily routine (cleaning machines, mopping floors, checking change machines, etc.)	_____	_____
Meet new situations with ease	_____	_____
Learn to conserve energy	_____	_____
Maintain standards for cleanliness	_____	_____
4. Completing individual projects		
Read related material	_____	_____
Keep a daily log of events	_____	_____
Prepare a job manual based on activities at training station	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

CARE OF THE ELDERLY

Sharon Clem
Adapted from Janet Oyler
Home Ec. Related Occupations
Indiana State University

STEP-BY-STEP TRAINING PLAN

CARE OF AN ELDERLY PERSON

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

A variety of learning experiences will be needed to develop the kinds of abilities required in home and community service occupations. The responsibilities of the job include: assistance to older person in meeting his own psychological and physical needs; helping an elderly person with personal, social, and routine business matters; and securing assistance in case of emergencies. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Work of the trainee to an elderly person		
Helping elderly person accept his stage in the life cycle	____	____
Helping with grooming and dressing	____	____
Preparing and serving suitable meals	____	____
Helping elderly person maintain dignity and sense of worth	____	____
Respecting religious and cultural values, patterns and differences	____	____
Preventing accidents through proper safety measures	____	____
Emergency situations, administering first-aid before physician arrives	____	____
2. Desirable personal physical appearance		
Dressing appropriately	____	____
Maintaining good posture	____	____
Improving personal appearance through proper hair care and styles	____	____
Caring for nails, face, and teeth	____	____
Learning the importance of bathing, and the correct use of deodorants	____	____
Learning to care for shoes, clothing, and accessories	____	____
Wearing shoes that are comfortable and cover the feet	____	____
Applying make-up properly and appropriately	____	____
3. Desirable personal qualities to cultivate		
Interest in people, especially the elderly	____	____
Ability to express feelings of tenderness, warmth, and affection	____	____
Accepts responsibility	____	____
Being obedient	____	____
Willing to accept constructive criticism	____	____
Controls emotions at all times	____	____
Ability to make independent decisions when necessary	____	____

	Training In Class	Experience On-the-job
Adjusts to difficult situations	_____	_____
Recognizes the importance of honesty	_____	_____
Patience, understanding of slow movements of the elderly	_____	_____
Discretion	_____	_____
Respects other people's beliefs and values	_____	_____
Ability to maintain harmonious personal relationships	_____	_____
Ability to speak clearly, write legibly, and read aloud effectively	_____	_____
Communicates easily with others	_____	_____
4. Understanding employment policies		
Ways to apply for work	_____	_____
Policies regarding wages, pay periods, transportation, health examinations, etc.	_____	_____
Special concerns if an individual family or person is employer	_____	_____
Social Security and laws affecting employment	_____	_____
Work agreement concerning hours, wages, job to be done	_____	_____
Mutual responsibilities of employer and employee	_____	_____
5. Understanding physical and mental health needs of the elderly		
Disabilities common to elderly; frailty, loss of hearing, sight, memory, and senility	_____	_____
Needs of an older person who has any of these disabilities	_____	_____
Ways of helping person with disabilities	_____	_____
How to use available health services	_____	_____
Includes adequate amounts of foods from each food group	_____	_____
Reasons for inadequate nutrition --economic, food habits, food fads, frailty, lack of interest, dislikes eating alone	_____	_____
Encourages person to help himself as much as possible in daily activities	_____	_____
6. Assistance with personal, social, and business matters		
Accompanying elderly person to barber shop, beauty parlor, doctor's office, shopping, to a movie, or on an extended tour	_____	_____
Addressing Christmas cards or writing letters	_____	_____
Attending to business transactions--going to bank, paying bills, writing checks, making telephone calls	_____	_____
Accompanying person to church, to social gatherings, to call on friends	_____	_____
Arranging to entertain friends or relatives	_____	_____
Reading aloud, playing games, or being an interested listener	_____	_____
Can be entrusted with private or secret matters	_____	_____

	Training In Class	Experience On-the-job
7. Social amenities		
Entertaining and setting as hostess to callers	_____	_____
Using the telephone	_____	_____
Writing letters and notes	_____	_____
Being entrusted with personal matters and information	_____	_____
Reading to an elderly person	_____	_____
8. Simple household tasks		
Keeping the living area clean, orderly, and attractive	_____	_____
Plan sequence of cleaning jobs to avoid upsetting daily routine of elderly	_____	_____
Uses equipment and methods for each job to cause least amount of confusion and noise	_____	_____
9. Personal tasks		
Assisting the elderly person in bathing	_____	_____
Assisting the elderly person in changing clothes	_____	_____
Respecting elderly person's wish for privacy	_____	_____
10. Caring for clothes		
Washing clothes--hose, fine lingerie, gloves, drip-dry fabrics	_____	_____
Pressing and repairing	_____	_____
Storing in accustomed places anything used	_____	_____
Taking or sending clothes to commercial cleaners	_____	_____
Polishing shoes and taking them to be repaired	_____	_____
11. Food for an elderly person		
Understand basic food groups and function of each group	_____	_____
Plan nutritionally special meals for elderly	_____	_____
Become acquainted with special nutrition needs and food problems of the individual	_____	_____
Use basic food group as guide in menu planning	_____	_____
Consider coat, flavor, texture, and color in planning attractive, appetizing meals	_____	_____
Recognize personal habits, likes, and dislikes	_____	_____
Prepare meals for elderly	_____	_____
Conserve food nutrients	_____	_____
Study principles of preparation of foods such as meats, fish, eggs, vegetables, salads and dressings, fruits and simple desserts	_____	_____
Prevention of spoilage and contamination	_____	_____
Importance of sanitary methods of dishwashing and cleaning up the kitchen	_____	_____
Arrange table attractively	_____	_____
Serve food in appetizing manner and in appropriate quantities	_____	_____

	Training In Class	Experience On-the-job
12. Accident prevention in the home		
Types of home accidents--falls, burns, cuts	_____	_____
Causes of home accidents	_____	_____
Encourage elimination of common household hazards, small rugs, waxed floors	_____	_____
Encourage installation of safety devices--stair railings, wall handles at tub and toilet, carpeting floors	_____	_____
Anticipate danger zones and give extra precautionary help	_____	_____
13. Actions to take in an emergency		
Notify doctor and/or family	_____	_____
Keep telephone numbers to use in emergencies--person legally responsible for the elderly person, neighbors or friend, doctor, hospital, ambulance, police, fire department, plumber, electrician	_____	_____
Apply appropriate first aid measures for cuts, burns, or fainting	_____	_____

14. Completing individual projects

Preparing a job manual based on activities at the training station. Develop career manuals

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to : employer, teacher-coordinator, student)

FOOD SERVICE

Barbara Blankenship
Adapted from Joyce Levell

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: ASSISTANT BAKER

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

The assistant baker helps the baker in scaling off ingredients; prepares bake sheets, muffin tins and bread pans; keeps bread cloths and bread boxes clean and keeps the bake shop in sanitary condition.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about the food industry		
Secure facts about the field of food service	_____	_____
Know about the food service and its place in today's society	_____	_____
Know of job opportunities in your field	_____	_____
Be familar with the establishments in the area and the policies and standards	_____	_____
2. Qualifying for a career in the industry		
Meet the physical and personal requirements	_____	_____
Obtain high standards of personal appearance and grooming	_____	_____
Maintain high moral standards	_____	_____
Be ethical in your business relationships	_____	_____
Develop good personality traits	_____	_____
3. Requirements for the position of assistant baker		
Development of good sanitary habits - personal hygiene, cleanliness and sanitation	_____	_____
Knowledge of food storage, food poisoning, food borne diseases, controlling of flies and insects, and need for control of heat and cold	_____	_____
Be knowledgable about the safety guide lines in food service	_____	_____
Be able to use time and energy wisely	_____	_____
4. Knowledge of baking skills		
Preparation of food		
reads recipes	_____	_____
measuring	_____	_____
quantity cooking	_____	_____
food storage	_____	_____
food use	_____	_____
5. Care and cleaning of equipment		
Knowledge of the use of all types of equipment, large and small	_____	_____
mixers	_____	_____
ovens	_____	_____
utensils	_____	_____
small pans	_____	_____
Knowledge of care and clean-up of all equipment used	_____	_____
Storage of equipment	_____	_____

	Training In Class	Experience On-the-job
6. Personal requirements in occupational positions		
Displaying initiative	_____	_____
Showing interest	_____	_____
Following directions	_____	_____
Recognizing the importance of honesty	_____	_____
Accepting responsibility	_____	_____
Cooperating with other employees	_____	_____
Conserving supplies and preventing waste	_____	_____
Handling equipment carefully	_____	_____
7. Public relations		
Developing good will by preparing good, attractive food on time	_____	_____
Develop good worker to worker relationships	_____	_____
Develop good employer-employee relationship	_____	_____
8. Developing oneself		
Works on his own	_____	_____
Completes individual projects	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Barbara Blankenship
Adapted from Thelma Terrell

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: CATERER ASSISTANT

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

The food industry offers many career opportunities. One of the careers is catering service. The caterer has varied responsibilities; know the jobs of all personnel, chef, cook, baker, etc; must be a good manager and party consultant; needs to have vast knowledge of food buying, preparation, and serving; and must be public relations minded.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about the catering business		
Securing facts on the importance of the food service industry.	_____	_____
Learning place catering has in today's living	_____	_____
Gathering data on industries that benefit by purchases of the caterer	_____	_____
Classifying the different types of catering service	_____	_____
2. Qualifying for a career as a caterer assistant		
Meet the physical and personal requirements	_____	_____
Meet high standards of personal appearance and grooming	_____	_____
Maintain high moral standards	_____	_____
Be ethical in your business relationships	_____	_____
Develop good personal traits	_____	_____
3. Educational requirements		
Showing interest	_____	_____
Being obedient	_____	_____
Following instructions	_____	_____
Recognizing the importance of honesty	_____	_____
Accepting responsibility	_____	_____
Getting along with customers	_____	_____
Cooperating with the employees	_____	_____
Conserving supplies and preventing waste	_____	_____
Handling equipment carefully	_____	_____
Satisfying the customers	_____	_____
Remembering names and faces	_____	_____
Showing a genuine interest in the customer	_____	_____
Giving prompt attention	_____	_____
4. Developing good work habits		
Planning the work to be done	_____	_____
Saving time and steps by proper planning	_____	_____
Avoiding useless and ineffective motions	_____	_____
Considering proper timing	_____	_____
Maintaining standards for cleanliness	_____	_____
Learning safety measures	_____	_____
Combating food poisoning through proper sanitation	_____	_____

	Training In Class	Experience On-the-job
5. Learning to prepare and serve quality food		
Plan menus that can be catered	_____	_____
Quantity food purchasing	_____	_____
Quantity food preparation	_____	_____
Establishment of serving lines	_____	_____
Select appropriate decorations	_____	_____
Keep foods at proper temperature	_____	_____
Use left-overs wisely	_____	_____
Price menus or service	_____	_____
Learn quick and easy clean-up methods	_____	_____
6. Public relations		
Learn methods of advertising	_____	_____
Learn to prepare advertisements	_____	_____
Learn about food service organizations	_____	_____
7. Learning related procedures		
Hostess	_____	_____
Waitress	_____	_____
Cook	_____	_____
Bakers	_____	_____
Dishwasher	_____	_____
8. Learn about employment procedures		
Salary	_____	_____
Taxes	_____	_____
Insurance	_____	_____
Unions	_____	_____
Laws	_____	_____
Health regulations	_____	_____
Employment relationships	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Ruth Ann Jackson

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: COUNTERMAN, LUNCHROOM OR COFFEE SHOP

Supervisor's name _____ Name of student _____

Employer's address _____ Address of student _____

Job Description: Serves food to diners seated at counter, calls order to kitchen and picks up and serves order when ready, accepts payment or makes up itemized check for service, may prepare sandwiches, salads, and other short order items, may perform other duties, such as cleaning counters, washing dishes, and selling cigars and cigarettes. Feminine title: counter girl.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about restaurants		
Securing facts on the food service industry	_____	_____
Learning how restaurants affect the nation's health	_____	_____
Classifying the different types of service restaurants	_____	_____
2. Qualifying for a career in the restaurant business		
Meeting the physical and personal requirements:		
Appearing well in uniform	_____	_____
Learning to improve personal appearance through:		
Caring for nails, hair, face, and teeth	_____	_____
Avoiding extremes in make-up and hair styles	_____	_____
Controlling weight through proper diet	_____	_____
Using deodorant properly	_____	_____
Taking care of shoes, clothes, and accessories	_____	_____
Maintaining good posture	_____	_____
Bathing properly and regularly	_____	_____
Have regular health examinations	_____	_____
Meeting the educational requirements:		
Developing a legible handwriting	_____	_____
Learning to speak distinctly and clearly	_____	_____
Writing menus	_____	_____
Figuring sales slips quickly and accurately	_____	_____
Becoming familiar with different menu items	_____	_____
Learning the fundamentals of making change	_____	_____
Operating the cash register	_____	_____
Learning to make adjustments and refunds	_____	_____
Meeting the occupational requirements:		
Displaying initiative	_____	_____
Showing interest	_____	_____
Being obedient	_____	_____
Following directions	_____	_____
Recognizing the importance of honesty	_____	_____
Accepting responsibility	_____	_____
Getting along with the customers	_____	_____
Cooperating with other employees	_____	_____
Conserving supplies and preventing waste	_____	_____
Handling equipment carefully	_____	_____

	Training In Class	Experience On-the-job
Keeping the soda fountain, tables, and counters clean	_____	_____
Using selling sentences and acceptable conversation with customers	_____	_____
Using ice cream dipper correctly	_____	_____
Making carbonated drinks, freezes, ades, and floats	_____	_____
Making sundaes, banana splits, and milk shakes	_____	_____
Selecting and proper holking of service-ware	_____	_____
Learning sales check procedures	_____	_____
Learning the specialities of the establish-ment	_____	_____
Satisfying the customer's requirements:		
Remembering names and faces	_____	_____
Showing a genuine interest in the customer likes	_____	_____
Giving prompt attention	_____	_____
Being courteous	_____	_____
3. Developing good work habits		
Saving time and steps by proper routing	_____	_____
Avoiding useless and ineffective motions	_____	_____
Considering proper timing	_____	_____
Maintaining standards for cleanliness	_____	_____
Building good will by prompt, courteous service	_____	_____
Explaining the menu to the customer	_____	_____
4. Learning other procedures		
Setting the table	_____	_____
Using the dishwashing facilities	_____	_____
Obeying safety regulations	_____	_____
Tipping	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Diane LeSaulnier
Indiana State University
Adapted from Betty Byrd

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: DISHWASHER

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

Safe and sanitary practices in the handling of food contributes to the health and welfare of everyone. It matters not what your job is in the restaurant, the job of handling of dishes is important in "breaking the chain of infection." Your work is important in keeping the dishes, knives, forks, spoons, cups, saucers and glasses sanitary as they move from the dishwasher to the customer.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Understanding the relationship between health and proper sanitation in food handling		
Securing information on local, state and federal controls on the handling of foods before they reach the consumer	_____	_____
Visiting a restaurant, discuss meaning of "sanitary inspection"	_____	_____
2. Qualifying for a career in the restaurant business		
Meeting the physical and personal requirements:		
Appearing properly dressed in uniform	_____	_____
Learning to improve personal appearance through good grooming with special emphasis on bathing and care of nails, hair, face, and teeth	_____	_____
Avoiding extremes in make-up and hair styles	_____	_____
Controlling weight through wise choice of food	_____	_____
Using deodorants properly	_____	_____
Taking care of shoes, clothing and accessories	_____	_____
Maintaining good posture	_____	_____
Meeting the occupational requirements:		
Displaying initiative	_____	_____
Showing interest	_____	_____
Following directions	_____	_____
Recognizing the importance of honesty	_____	_____
Accepting responsibility	_____	_____
Cooperating with the other employees and supervisors	_____	_____
Handling equipment carefully	_____	_____
3. Developing good work habits		
Prepare dish machine for use:		
Check machine for adequate operation	_____	_____
Check wash and rinse temperatures	_____	_____

	Training In Class	Experience On-the-job
Add cleaning agent and water	_____	_____
Start booster heating element if so instructed	_____	_____
Get other materials ready	_____	_____
Carts for stacking clean dishes	_____	_____
Wash dishes	_____	_____
Sort dishes and silver	_____	_____
Scrape dishes and pre-rinse	_____	_____
Place silver in soak pans	_____	_____
Place dishes in machine rack	_____	_____
Load dish machine and wash dishes	_____	_____
Rinse dishes in machine	_____	_____
Sanitize dishes in machine	_____	_____
Air dry dishes	_____	_____
Unload dish machine	_____	_____
Check for proper cleaning	_____	_____
Place clean dishes on cart or rack	_____	_____
Place clean silver in proper containers	_____	_____
Re-run any dirty dishes through machine	_____	_____
Use safe and sanitary methods in handling dishes	_____	_____
Store dishes in proper place	_____	_____
Report breakage or chipped china to supervisor	_____	_____

4. Care of dish machine

Daily		
Clean dish tables with detergent	_____	_____
Rinse with fresh water	_____	_____
Turn off heat on wash and rinse tanks	_____	_____
Drain water from tanks and pumps	_____	_____
Check and clean final rinse spray	_____	_____
Remove and clean scrap trays	_____	_____
Hose and scrub inside of machine	_____	_____
Replace scrap trays	_____	_____
Check machine for next operation, leaving all inspection doors open	_____	_____
Clean and refill detergent dispenser	_____	_____
Check filler openings, final rinse and pump-packing for leakage	_____	_____
Check by manufacturing personnel every six months	_____	_____

5. Completing individual projects

Read restaurant trade magazines, government publications and Restaurant Association publications.
Prepare a job manual based on activities at the training station.
Develop career manuals.

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to: employer, teacher-coordinator, and student)

Sharon Clem
Home Ec. Related Occupations
Indiana State University

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: GROCERY CHECKER

Supervisor's name _____ Name of student _____

Employer's address _____ Student's address _____

The grocery checker is an important person in the food industry that works to get the food from the producer to the dinner table. The responsibilities of the job include: recording and totaling prices on the cash register, receiving money and making change, packing groceries, and other store duties. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of checker work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Gaining knowledge of the grocery store business		
Learning general knowledge of retail grocery store business	_____	_____
Learning facts about purchasing and marketing	_____	_____
Analyzing the personnel structure	_____	_____
Analyzing the structure of the various departments within the grocery store	_____	_____
Making a comparison of the grocery stores in the community	_____	_____
Studying how advertising and displays influence customers to buy	_____	_____
2. Qualifying for a career as a grocery checker		
A. Meeting physical and personal requirements		
Dress appropriately	_____	_____
Maintaining good posture	_____	_____
Learning to improve personal appearances through proper hair care and styles	_____	_____
Caring for nails, face, and teeth	_____	_____
Learning the importance of bathing, and the correct use of deodorants	_____	_____
Learning to care for shoes, clothing, and accessories	_____	_____
Wearing shoes that are comfortable and cover the feet	_____	_____
Applying make-up properly and appropriately	_____	_____
B. Meeting social behavior requirements		
Being prompt	_____	_____
Displaying initiative	_____	_____
Willing to cooperate	_____	_____
Accepting responsibility	_____	_____
Showing reliability and integrity	_____	_____
Being obedient	_____	_____
Accepting and getting along with management, employees, and customers	_____	_____

	Training In Class	Experience On-the-job
Willing to accept constructive criticism		
Recognizing the importance of honesty		
Controlling emotions at all times		
Adjusting to difficult situations		
C. Meeting occupational requirements		
Using basic math skills		
Using proper language		
Speaking distinctly		
Correctly manipulating cash register		
Being able to handle complaints and criticisms		
D. Satisfying customer's requirements		
Showing courtesy to customers		
Giving a friendly smile		
Cultivating a pleasing personality		
Developing the ability to meet all types of people		
Maintaining a genuine interest and concern for people		
Giving prompt and considerate attention		
Showing respect for property and people		
3. Developing good work habits		
Being on time at work each day		
Learning to follow instructions carefully		
Learning to be dependable		
Working as efficiently as possible to conserve time, energy, and resources		
Being skilled with duties in order to transmit confidence to customers		
Maintaining standards for cleanliness		
Learning safety measures		
Being aware of the necessity for accuracy		
4. Checking out a customer		
Greeting each customer		
Manipulating cash register to ring up and total sales prices		
Figuring sales taxes		
Writing charge slips		
Making change		
Sacking the grocery items		
Thanking the customer and make him feel you appreciated his business		
Keeping belt and working area clean		
Knowing all items on special		
Knowing prices of items not marked		
Learning to issue stamps and promotion gimmicks		
Using scales to weigh produce		
5. Learning other procedures		
Being able to handle complaints and criticisms		
Keeping counters and racks clean		
Learning to keep busy when no customers are ready to be checked out		
Learning the layout of the grocery store		
Learning what foods are in each section of grocery store		

	Training In Class	Experience On-the-job
Knowing store policies on lost items, mistakes, failures, and damaged items	_____	_____
Being constantly on the look-out for shop lifters	_____	_____
Knowing what to do in case of shop lifting	_____	_____
6. Completing individual projects		
Reading newspaper ads to become aware of competition and advertisement	_____	_____
Preparing a job summary of activities at the training station	_____	_____
Developing career manuals	_____	_____
Keeping a "log" of experiences and problems	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to: employer, teacher-coordinator, student)

Diane LeSaulnier
Indiana State University
Adapted from Barbara Topping

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: HOSPITAL DIET ORDER CLERK

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

Hospital training in food service offers the serious student many opportunities. This step-by-step training plan offers the student a guide to use when studying in the related class and as a checklist for experiences on the job. It also provides the instructor, employer, parent and student with a visual record of the student's progress.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Personal qualities of the diet order clerk		
A. To be appropriately dressed at all times	_____	_____
B. To improve personal appearance through good grooming with emphasis on:		
1. Caring for nails, hair, face and teeth	_____	_____
2. Avoiding extremes in make-up and hair styles	_____	_____
3. Controlling weight through proper diet	_____	_____
4. Using deodorants properly	_____	_____
5. Taking care of shoes, clothing and accessories	_____	_____
6. Wearing shoes that are comfortable and cover the feet	_____	_____
7. Maintaining good posture	_____	_____
2. Special skills needed by the diet order clerk		
A. To cultivate a pleasing personality in meeting people and working with them	_____	_____
B. To demonstrate proper etiquette when using the phone for business	_____	_____
C. To develop the ability to use telecommunications accurately	_____	_____
D. To write and/or take legible shorthand	_____	_____
E. To type accurately	_____	_____
F. To understand basic bookkeeping	_____	_____
G. To understand charting procedures	_____	_____
H. To understand how to give information to other personnel	_____	_____
I. To be capable of using a diet manual efficiently	_____	_____
J. To become aware of possible substitutions in patients diets	_____	_____
K. To be familiar with scheduling procedures	_____	_____
L. To be aware of the necessity for accuracy in order counting	_____	_____
M. To learn the layout of the hospital	_____	_____

	Training In Class	Experience On-the-job
3. Learning about food service within the hospital organization		
A. To understand the chain of administrative responsibility	_____	_____
B. To become familiar with the schedules of hospital personnel	_____	_____
C. To become familiar with the role of food service within the institution	_____	_____
D. To become familiar with the food service philosophy of the hospital	_____	_____
E. To master the vocabulary used in hospital food service	_____	_____
F. To become aware and understand the necessity for accuracy when recording dietary orders	_____	_____
G. To become aware of routine diet procedures as opposed to special diets	_____	_____
H. To be aware of the diet order that must be written and those given orally	_____	_____
4. Qualifying for a career as a dietitian's assistant		
A. To have a sincere desire to help the hospitalized patient	_____	_____
B. To develop a deep and sincere interest in therapeutic food preparation and service	_____	_____
C. To develop a continual awareness of changing practices in dietary service	_____	_____
D. To develop supervisory qualities	_____	_____
E. To develop the ability to make decisions on size of portions in accordance with the diet	_____	_____
F. To become familiar with dealing and placing orders with public vendors	_____	_____
G. To develop the ability to decide on substitutions allowed on the special diets	_____	_____
H. To practice the use of professional ethics	_____	_____
5. Completing individual projects		
A. To prepare a job summary of activities at the training station	_____	_____
B. To develop a career manual for the dietitian's assistant	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ Student _____

Ruth Ann Jackson
Adapted from Eloise Carrell

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: HOSPITAL TRAY GIRL

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

Job Description: Prepares and delivers food trays to hospital patients, performing any combination of the following duties on the tray lines; prepares trays by placing on them such items as silver, fruit juice, sugar, cream, milk and butter, filling vacuum bottles with coffee, and apportioning food servings according to diet list; may place servings in blender to make foods for soft or liquid diets, examines filled trays for completeness and places on cart or dumbwaiter. Pushes carts to halls or ward in kitchens. Serves trays to patients. Collects dirty dishes and cleans work area, tables, cabinets and ovens.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about hospitals		
Knowing the functions of hospitals	_____	_____
Gathering facts about the importance of hospitals in communities	_____	_____
Classifying the types of food service in hospitals	_____	_____
Knowing the demands of around-the-clock service	_____	_____
2. Qualifying for a career in hospital food service		
Meeting the physical and personal requirements:		
Appearing neat in uniform	_____	_____
Having regular health examinations	_____	_____
Being able to stand heat, walking, and pressure	_____	_____
Understanding patients reaction to illness	_____	_____
Being able to understand illness and death	_____	_____
Improving personal appearance through:		
Caring for nails, hair, face, and teeth	_____	_____
Bathing regularly and properly	_____	_____
Avoiding extremes in make-up and hair styles	_____	_____
Controlling weight through proper diet and exercise	_____	_____
Using deodorant properly	_____	_____
Defuzzing underarms	_____	_____
Caring for shoes, clothing and accessories	_____	_____
Bathing regularly and properly	_____	_____
Wearing shoes that are comfortable and cover the feet	_____	_____
Meeting the educational requirements:		
Learning to speak distinctly and clearly	_____	_____
Reading and understanding terms and menus for regular and special diets	_____	_____
Meeting the occupational requirements:		
Cooperating with other employees and other services	_____	_____
Displaying initiative	_____	_____
Being honest	_____	_____

	Training In Class	Experience On-the-job
Handling food in accordance with sanitary regulations	_____	_____
Conserving supplies correctly and preventing waste	_____	_____
Handling equipment correctly	_____	_____
Serving only foods specified by diet lists	_____	_____
Knowing the physical arrangement of the hospital	_____	_____
Accepting responsibility	_____	_____
Getting along with the patients and customers	_____	_____
Following instructions implicitly	_____	_____
Understanding allowed substitutions which can be made on a diet	_____	_____
Satisfying the patient's and customer's needs:		
Being courteous and tactful	_____	_____
Giving prompt attention	_____	_____
Respecting patients' privacy	_____	_____
Communicating with patients, relatives and friends	_____	_____
3. Developing good work habits		
Planning duties to meet meal schedules	_____	_____
Saving time and steps by proper routing	_____	_____
Avoiding useless and ineffective motions	_____	_____
Maintaining standards for cleanliness	_____	_____
Planning personal time to coordinate with different shifts, holidays, etc.	_____	_____
4. Learning other procedures		
Understanding the limits of patient care	_____	_____
Setting the table	_____	_____
Setting a tray	_____	_____
Delivering trays to patients	_____	_____
Using a food cart properly	_____	_____
Operating a dumbwaiter	_____	_____
Using the dish washing facilities	_____	_____
Clearing tables	_____	_____
Using a steam table	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Linda Garringer
Home Ec. Related Occupations
Indiana State University
Revised from Caroll Deem
Workshop - June, 1968

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: SALAD GIRL

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

The step-by-step training plan lists the various areas of experience as a guide for setting up a specific training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of food service work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about the restaurant business		
Understanding the relationship between health and proper sanitation in food handling	_____	_____
Gathering facts concerning the magnitude or scope of the food service industry	_____	_____
Learning trends in food service establishments	_____	_____
Learning health requirements which employees of food service establishments must meet	_____	_____
Becoming familiar with related industries	_____	_____
Classifying the different types of service available in restaurants	_____	_____
Comparing the methods by which food is served to guests	_____	_____
2. Qualifying for a career as a restaurant employee		
Meeting the physical and personal requirements:		
Having a Health Certificate	_____	_____
Appearing neat in uniform	_____	_____
Learning to improve personal appearance through:		
Caring for nails, hair, face and teeth	_____	_____
Avoiding extremes in make-up and hair styles	_____	_____
Using deodorants properly	_____	_____
Taking care of shoes and clothing	_____	_____
Maintaining good posture	_____	_____
Controlling weight through proper diet	_____	_____
3. Meeting the educational requirements		
Displaying initiative	_____	_____
Showing interest	_____	_____
Being obedient	_____	_____
Following directions	_____	_____
Recognizing the importance of honesty	_____	_____
Accepting responsibility	_____	_____
Cooperating with other employees	_____	_____
Conserving supplies and preventing waste	_____	_____
Handling equipment carefully	_____	_____

	Training In Class	Experience On-the-job
4. Developing good work habits		
Being prompt	———	———
Planning the work to be done	———	———
Saving time and steps by proper routing	———	———
Avoiding useless and ineffective motions	———	———
Considering proper timing	———	———
Maintaining standards for cleanliness	———	———
Maintaining habits of cleanliness while working with food	———	———
5. Purpose and serving techniques for salads		
Dinner salads	———	———
Green salads	———	———
Main course salads	———	———
Meat salads	———	———
Sea-food salads	———	———
Egg salads	———	———
Molded or jellied salads	———	———
Fruit salads	———	———
6. Making standard salads		
Recognizing importance of salads in all types of service	———	———
Knowing in detail how to prepare ingredients for an attractive salad:		
greens	———	———
vegetables	———	———
fruits	———	———
meats	———	———
fish	———	———
poultry	———	———
eggs	———	———
cheese	———	———
dried, salted and pickled foods	———	———
nuts	———	———
Caring for and storing salad ingredients	———	———
Knowing factors in selecting ingredients for salads	———	———
Combining salad ingredients correctly	———	———
Garnishing salads with variety and appeal	———	———
Applying principles to gelatine	———	———
Demonstrating the requisites for a good salad	———	———
7. Making standard salad dressings		
Classifying salad dressings and describing each	———	———
Using knowledge of relationship of dressing to salad	———	———
Listing all the possible variations of mayonnaise formula	———	———
Correcting demulsified mayonnaise	———	———
Discerning advantages of starch base over egg base for institutions	———	———
Storing mayonnaise to prevent food spoilage	———	———
Practicing procedures to temporarily hold French dressing emulsion	———	———
Knowing variations of French dressing formula	———	———
Using French dressing on a variety of salads	———	———
Using variations for the cooked dressing formula	———	———

	Training In Class	Experience On-the-job
Preparing other salad dressings	_____	_____
Using commercially prepared dressings properly	_____	_____
Preparing salad dressing mixes properly	_____	_____
8. Learning other procedures		
Obeying safety regulations	_____	_____
Using equipment correctly	_____	_____
Using preparation utensils correctly	_____	_____
Preparing work analysis sheets	_____	_____
Preparing food orders	_____	_____
Applying knowledge for protection from rodents, insects	_____	_____
Understanding and applying principles of sanitation	_____	_____
Showing a genuine interest in the guest's likes	_____	_____
Keeping standards of preparation high	_____	_____
Upholding the reputation of the business	_____	_____

9. Completing individual projects

Reading restaurant trade magazines, government publications, and Restaurant Association publications
Preparing a job manual based on activities at the training station
Assimilating career manual on food service occupations
Compiling a recipe file
Securing information on local, state and federal controls over handling of food before reaching consumer

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to: employer, teacher-coordinator, student)

Linda Garringer
Home Ec. Related Occupations
Indiana State University
Revised from Sally Judd
Workshop - June, 1968

STEP-BY-STEP TRAINING PLAN

FOOD SERVICE: SHORT ORDER COOK

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

The step-by-step training plan lists the various areas of experience as a guide for setting up a specific training for the student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom. Training the student in the different aspects of food service work benefits the employer by making the student-trainee an efficient, valuable employee. It benefits the student by helping him toward his career objectives.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about the restaurant business		
Securing facts on the importance of the food service industry	_____	_____
Learning how restaurants affect the health of the nation	_____	_____
Gathering data on industries that benefit by restaurant purchases	_____	_____
Classifying the different types of service available in restaurants	_____	_____
Learning present trends in food establishments	_____	_____
2. Qualifying for a career as a restaurant short order cook		
Meeting the physical and personal requirements:		
Having a Health Certificate	_____	_____
Being able to work on feet for long periods of time	_____	_____
Having keen sense of taste and smell	_____	_____
Being able to lift and carry heavy objects	_____	_____
Looking neat in uniform	_____	_____
Learning to improve personal appearance through:		
Caring for nails, hair, face and teeth	_____	_____
Avoiding extremes in makeup and hair styles	_____	_____
Using deodorants properly	_____	_____
Taking care of shoes and clothing	_____	_____
Maintaining good posture	_____	_____
Controlling weight through proper diet	_____	_____
3. Meeting the educational requirements		
Having ability to plan menus	_____	_____
Having ability to compute quantities of food	_____	_____
Having ability to correctly follow menus	_____	_____
Ability to learn theory and techniques of food preparation	_____	_____
Ability to prepare all kinds of foods which require only a short cooking time	_____	_____
Ability to figure bills and make change	_____	_____

	Training In Class	Experience On-the-job
4. Developing good work habits		
Ability to use motions, time effectively	_____	_____
Ability to cooperate with other employees	_____	_____
Ability to adjust to work situation	_____	_____
Willingness to work to set work standards	_____	_____
Ability to remain courteous under stress	_____	_____
Ability to work rapidly	_____	_____
Willingness to assume responsibility	_____	_____
5. Selling food and service		
Putting food establishments' interest ahead of one's private interests during business hours	_____	_____
Understanding food cost and portion control	_____	_____
Building good will by rapid service	_____	_____
Preparing uniformly attractive, well-cooked food	_____	_____
Preparing garnishes	_____	_____
Upholding the reputation of the business	_____	_____
6. Advertising and displaying		
Learning vocabulary terms	_____	_____
Knowing advertising media used by restaurants	_____	_____
Helping to arrange displays	_____	_____
7. Learning other procedures		
Learning proper sanitation in food handling	_____	_____
Understanding food spoilage, poisoning and infections	_____	_____
Using precautionary health and safety measures	_____	_____
Using dishwashing facilities	_____	_____
Using various institutional equipment properly	_____	_____
Carving meats and filling orders from a steam table	_____	_____

8. Completing the individual projects

Reading restaurant trade magazines, government publications, and Restaurant Association publications

Preparing a job manual based on activities at the training station

Develop career manual in food service areas; amount of training needed

Computing portion cost of food

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to: employer, teacher-coordinator, student)

HOUSEHOLD MANAGEMENT

Jean Wolverton
Adapted from Jannon Clark

STEP-BY-STEP TRAINING PLAN

HOUSEHOLD MANAGEMENT: HOME MAINTENANCE AIDE

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

The home care area offers the student-trainee many career opportunities. The step-by-step training plan lists various areas of experiences as a guide for setting up a specific program of training for a student. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Examining the role of a home maintenance aide		
Need for the home maintenance business	_____	_____
Survey tasks people would rather hire to have done	_____	_____
Survey of opportunities available in the community	_____	_____
Interview persons employed in this career	_____	_____
Summarize advantages of this type of work	_____	_____
2. Qualifying for a career as a home maintenance aide		
Meeting the physical and appearance requirements		
Maintenance of good health		
Getting a health examination	_____	_____
Importance of good nutrition	_____	_____
Being able to work on feet for long periods of time	_____	_____
Good grooming for the job		
Caring for hair, nails, face, and teeth	_____	_____
Appropriate make-up	_____	_____
Importance of good posture	_____	_____
Tending to body	_____	_____
Suitable clothing for the job		
Clean uniform daily	_____	_____
Clean and appropriate shoes	_____	_____
Meeting job requirements		
Making a job application	_____	_____
Going for an interview	_____	_____
Answering the telephone correctly	_____	_____
Services to employees		
Social Security	_____	_____
Employment agency	_____	_____
Income tax	_____	_____
Unemployment compensation	_____	_____
Unemployment insurance	_____	_____
Labor unions	_____	_____
Personal requirements		
Promptness	_____	_____
Courtesy to fellow workers and customers	_____	_____
Initiative	_____	_____
Cooperativeness	_____	_____

	Training In Class	Experience On-the-job
Accept responsibility		
Reliable		
Enthusiastic		
Honesty		
Accept criticism		
Take and follow directions		
Job ethics		
Respect for property and privacy of employer		
Temptations on the job		
Successful relations with employer		
3. Developing good work habits		
Planning work		
Avoiding useless and ineffective motions		
Maintaining standards of cleanliness		
Keeping up to date on new products and procedures		
Obeying safety regulations		
Checking with supervisors on work to be done		
4. Learning skills of the job		
Use and care of cleaning equipment		
Types and uses of cleaning supplies		
Cleaning floors		
Washing and waxing floors		
Care and cleaning of carpets		
Care of wood floors		
Cleaning windows		
Maintaining furniture		
Wood pieces		
Upholstered pieces		
Cleaning wall surfaces		
Washing walls		
Painting walls and woodwork		
Cleaning wallpaper		
Laundry		
Knowledge of how fabrics are to be laundered		
Detergents and bleaches and their uses		
Ironing and pressing techniques		

Personal projects:
Developing a career manual, reading literature on home maintenance and management problems, reading literature on the legal aspects of the business, and conducting experiments with various cleaning supplies and agents to determine suitability and quality.

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to: employer, teacher-coordinator, student)

Jean Wolverton
Adapted from Kay Fritz
and Elizabeth Billings

STEP-BY-STEP TRAINING PLAN

HOUSEHOLD MANAGEMENT: HOMEMAKER'S ASSISTANT

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

A homemaker's assistant performs any combination of the following duties in keeping private home clean and orderly, in cooking and serving meals, and in rendering personal service to family members. Plans meals and purchases foodstuffs and household supplies. Prepares and cooks vegetables, meats and other foods according to employer's instructions or following own methods. Washes dishes and cleans silverware. Oversees activities of children, assisting them in dressing and bathing, cleans furnishings, floors, and windows,changes linen and makes beds. Washes linen and other garments by hand or machine and mends and irons clothing. Performs additional duties such as answering telephone and doorbell and feeding pets.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about homemaker's assistant career		
Obtaining facts about job - duties, qualifications, and salary	_____	_____
Learning about type of employers	_____	_____
Making a survey of opportunities available in community	_____	_____
Gathering data on responsibilities	_____	_____
Surveying advantages and need for type of work	_____	_____
Interviewing persons employed in this career	_____	_____
	_____	_____
2. Qualifying for a career as a homemaker's assistant		
Meeting physical requirements		
Maintaining good nutritional habits	_____	_____
Being able to work on feet for long periods of time	_____	_____
Getting a health examination	_____	_____
Meeting appearance requirements	_____	_____
Caring for nails and hands	_____	_____
Caring for hair and appropriate style	_____	_____
Caring for face and proper make-up	_____	_____
Caring for teeth and a check-up	_____	_____
Bathing regularly and using deodorants	_____	_____
Maintaining good posture	_____	_____
Wearing clean and appropriate apparel	_____	_____
Applying for the job		
Making a job application	_____	_____
Going for an interview	_____	_____
Answering the telephone	_____	_____
Personal requirements		
Following directions	_____	_____
Accepting responsibility	_____	_____
Being honest	_____	_____
Showing interest	_____	_____
Being obedient	_____	_____
Displaying initiative	_____	_____

	Training In Class	Experience On-the-job
Courteous	_____	_____
Accept criticism	_____	_____
Job Ethics		
Respect for property of employer	_____	_____
Respect for privacy of employer	_____	_____
Temptations on the job	_____	_____
Successful relations with employers	_____	_____
3. Developing good work habits		
Planning work to be done	_____	_____
Avoiding useless and ineffective motions	_____	_____
Maintaining standards for cleanliness	_____	_____
Observing safety regulations	_____	_____
4. Learning skills of job		
Serving meals		
Planning varied nutritious menus	_____	_____
Purchasing foodstuffs wisely	_____	_____
Basic knowledge of preparation of food	_____	_____
Serving meals attractively	_____	_____
Learning to care for dishes and other cooking utensils	_____	_____
Cleaning household		
Use and care of cleaning equipment	_____	_____
Types of cleaning supplies and their uses	_____	_____
Procedure for cleaning hard and soft floors	_____	_____
Procedure for cleaning windows	_____	_____
Maintaining furniture - wood and upholstered	_____	_____
Cleaning wall surfaces	_____	_____
Changing a bed	_____	_____
Procedure in cleaning a bedroom	_____	_____
Procedure in cleaning a bathroom	_____	_____
Procedure in cleaning the kitchen	_____	_____
Procedure in cleaning the living area	_____	_____
Care of clothes		
Knowledge of how fabrics are to be laundered	_____	_____
Ironing and pressing techniques	_____	_____
Learning to mend clothing	_____	_____
Types and uses of laundry cleaning agents	_____	_____
Care of children		
Role of a baby-sitter	_____	_____
Developing pleasant attitude and personality	_____	_____
Learning techniques of handling children	_____	_____
Caring for infants	_____	_____
Understanding small children	_____	_____
Other duties		
Learning to answer telephone and door courteously	_____	_____
Taking and recording telephone messages	_____	_____
5. Services to employees		
Social Security	_____	_____
Employment agencies	_____	_____
Income taxes	_____	_____
Unemployment compensation	_____	_____
Unemployment insurance	_____	_____
Labor unions	_____	_____

6. Completing individual projects
   Preparing a job manual based on activities at the training station
   Developing career manuals

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to: employer, teacher-coordinator, student)

Ann Sakaguchi
Home Economics Related Occupations
Indiana State University

STEP-BY-STEP TRAINING PLAN

HOUSEHOLD MANAGEMENT: HOTEL HOUSEKEEPER

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

A hotel is basically a home away from home. If you multiply every possible job in a home by millions, you will see why hotel work is called the biggest housekeeping operation in the world. The following lists the various areas of experience as a guide for setting up a specific program in housekeeping for hotels. The supervisor and teacher indicate, by checking, the training activities they are scheduling for the job and the classroom.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about the hotel business		
A. Gathering data on the different job opportunities	_____	_____
B. Securing facts of the hotel house regulations concerning employee procedures	_____	_____
C. Listing the advantages of this type of work	_____	_____
D. Considering the steps for promotion in this type of work	_____	_____
E. Considering the importance of good housekeeping in the hotel business	_____	_____
2. Qualifying for a career as a hotel housekeeper		
A. Meeting the physical and appearance requirements		
1. Having good personal hygiene	_____	_____
2. Having clean hands and nails, proper make-up, good posture	_____	_____
3. Suitable clothing, fresh uniform, polished shoes	_____	_____
4. Having a pleasant expression and an easy smile	_____	_____
5. Wearing appropriate jewelry if any at all, rings and simple personal items	_____	_____
B. Meeting the job requirements		
1. Able to read directions	_____	_____
2. Dependable	_____	_____
3. Recognizing the importance of honesty in this work	_____	_____
4. Showing interest in the work	_____	_____
5. Displaying initiative	_____	_____
6. Conserving supplies and preventing waste	_____	_____
7. Cooperating with others	_____	_____
8. Being able to follow directions	_____	_____
9. Ability to work under supervision	_____	_____
10. Knowing the value of the work to the employer, the guests and self	_____	_____
11. Handling equipment carefully	_____	_____
12. Knowing the importance of patience and tact	_____	_____

	Training In Class	Experience On-the-job
C. Satisfying the customer's needs		
1. Being courteous	_____	_____
2. Showing interest in guests	_____	_____
3. Giving prompt attention to the needs of the guests	_____	_____
4. Anticipating the needs of the guests	_____	_____
5. Knowing how to enter a room	_____	_____
6. Doing job quickly and up to the standards set by the employer	_____	_____
3. Developing good work habits		
A. Planning the work that is to be done so that it can be done with the best possible management in mind	_____	_____
B. Consistently saving time and steps with the proper routine	_____	_____
C. Knowing how to arrange the supplies on the cart	_____	_____
D. Knowing and maintaining good standards of cleanliness	_____	_____
E. Learning and developing major skills needed to clean a room	_____	_____
F. Knowing how to space cleaning jobs at appropriate intervals	_____	_____
G. Knowing the importance of being punctual	_____	_____
H. Working at proper speed	_____	_____
I. Knowing importance of following safety regulations	_____	_____
4. Learning procedures		
A. Learning use and care of large cleaning equipment	_____	_____
B. Learning use of small cleaning equipment	_____	_____
C. Learning types of, and uses for, cleaning supplies and disinfectants	_____	_____
D. Learning to care for floors - wood, tile, ceramic	_____	_____
E. Learning to clean and care for carpeting	_____	_____
F. Learning to clean and care for glass and plastic surfaces	_____	_____
G. Learning to generally clean the bathroom with special emphasis on chrome and porceline	_____	_____
H. Learning to care for and clean wooden and upholstered furniture	_____	_____
I. Learning what to disinfect and how to disinfect	_____	_____
J. Learning to clean the closet	_____	_____
K. Learning the correct procedures for emptying the trash	_____	_____
L. Learning the procedures to follow for lost articles that have been found in the rooms	_____	_____
5. Completing individual and group projects		
A. Reading pertinent articles from the hotel and motel periodicals	_____	_____
B. Developing step-by-step work schedules for some aspects of the job	_____	_____
C. Comparing methods of doing a task by doing simple time and motion studies	_____	_____

	Training In Class	Experience On-the-job
D. Doing actual jobs like spotting upholstery, carpets, drapes	_____	_____
E. Developing a standard of excellence	_____	_____
F. Making a self evaluation of learning progress	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

Written originally by Barbara Mauger, adapted from Barbara Mauger and revised by Ann Sakaguchi

Ann Sakaguchi
Home Ec. Related Occ.
Adapted from Sharon L. Reman
Indiana State University

STEP-BY-STEP TRAINING PLAN

HOUSEHOLD MANAGEMENT: SCHOOL JANITORESS

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

School janitorial training offers the student-trainee a career opportunity. In turn the student-trainee provides the employer with an efficient employee trained for a specific job. The importance of this career lies in the fact that the life of any building is maintained and perhaps prolonged by the janitorial staff. In addition it is important to remember that the immediate pleasures of the people in the school are directly related to the cleanliness of the building and the orderliness of the total surroundings. Through the specific step-by-step program the job supervisor and the teacher-coordinator together are able to evaluate the student's performance, weaknesses and strengths. This evaluation should direct further trends of instruction in the classroom situation.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning about a janitorial service		
Securing facts on the importance of the service	_____	_____
Gathering data on janitorial responsibility	_____	_____
Classifying responsibility	_____	_____
Becoming familiar with the hierarchy of personnel	_____	_____
2. Educational requirements		
Ability to read and understand the directions on labels	_____	_____
Displaying knowledge of correct cleaning materials for each duty	_____	_____
Being prompt	_____	_____
Showing interest	_____	_____
Following directions from head	_____	_____
Displaying honesty and integrity	_____	_____
Accepting responsibility	_____	_____
Cooperating with employees	_____	_____
Cooperating with employers	_____	_____
Handling supplies and equipment carefully	_____	_____
Accepting extra work assignments that are within reason without undue complaints	_____	_____
3. Developing good work habits		
Checking with immediate superiors about the work that must be done	_____	_____
Conserving time and energy through good management	_____	_____
Organizing a plan of work and following the plan	_____	_____

	Training In Class	Experience On-the-job
Completing one job before another begins	_____	_____
Being very thorough	_____	_____
4. Meeting personal requirements		
Being in good physical shape	_____	_____
Wearing appropriate clothing	_____	_____
Wearing correct and comfortable shoes	_____	_____
Maintaining a cheerful attitude	_____	_____
Being honest and having other helpful character traits	_____	_____
5. Completing projects during the work day		
Sweeping classrooms	_____	_____
Washing boards	_____	_____
Dusting furniture	_____	_____
Emptying waste containers properly	_____	_____
Washing door windows	_____	_____
Cleaning around pencil sharpener and light switch	_____	_____
Sweeping any rugs	_____	_____
Restrooms		
Wet mopping	_____	_____
Checking and replacing paper supplies	_____	_____
Cleaning the toilets	_____	_____
Cleaning the porcelin	_____	_____
Cleaning and shining the chrome	_____	_____
Cleaning the mirrors	_____	_____
Cleaning hallway		
Cleaning drinking fountains	_____	_____
Sweeping halls	_____	_____
Dusting any furniture or cases	_____	_____
Cleaning the glass display cases	_____	_____
6. Once a year projects		
Waxing lockers	_____	_____
Waxing floors	_____	_____
Cleaning walls	_____	_____
7. Displays a familiarity with cleaning equipment		
Wet and dry mops	_____	_____
Cleaning supplies and rags	_____	_____
Buckets	_____	_____
Brooms	_____	_____
Barrels	_____	_____

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

SALES CLERK

Bessie L. Turner
Teacher Corps-Intern
Indiana State University
Terre Haute, Indiana

STEP-BY-STEP TRAINING PLAN

SALES CLERK: CHILDREN'S TOYS

Supervisor's name _____ Student's name _____

Employer's address _____ Student's address _____

Working as a sales clerk of children's toys provides the student-learner with a variety of experiences useful in other careers in the area of child care. The step-by-step training plan lists the various areas of experience as a guide for setting up a specific program of learning for the student-learner. The job supervisor and teacher-coordinator are able to indicate, by checking, the training activities they are scheduling for the job and the classroom.

Suggested areas of training and experience:	Training In Class	Experience On-the-job
1. Learning the duties of a toy sales clerk		
Observing toy department personnel in stores	_____	_____
Securing and studying information concerning toys for all ages	_____	_____
Observing children at play in nursery schools, kindergarten, etc.	_____	_____
Studying materials from which toys of different types are made	_____	_____
Learning facts about purchasing and marketing	_____	_____
Discussing and listing general duties of toy sales clerks	_____	_____
Interviewing a toy sales clerk	_____	_____
2. Qualifying for a career as a toy sales clerk		
Meeting the physical and personal requirements		
Maintaining good personal appearance	_____	_____
Being appropriately dressed for the job	_____	_____
Maintaining good posture	_____	_____
Maintaining good health	_____	_____
Being honest and reliable	_____	_____
Being warm, congenial, courteous	_____	_____
Cooperating with others	_____	_____
Respecting adults and children	_____	_____
Being enthusiastic	_____	_____
Having an imagination	_____	_____
Being able to follow instructions	_____	_____
Accepting advice and criticism	_____	_____
Performing extra duties	_____	_____
Understanding and accepting people of all ages	_____	_____
Meeting the educational requirements		
Developing skills in simple mathematics	_____	_____
Reading and writing skills	_____	_____
Being able to communicate effectively with adults and children	_____	_____
Developing a knowledge of toys for differing ages	_____	_____

	Training In Class	Experience On-the-job
Satisfying the employer's requirements		
Being punctual	_____	_____
Displaying initiative	_____	_____
Displaying interest in customers	_____	_____
Displaying courtesy and friendliness to management, fellow workers, customers, etc.	_____	_____
Manipulating cash register and other clerical equipment	_____	_____
Displaying enthusiasm, willingness to learn, and perform extra duties	_____	_____
Being honest	_____	_____
Following instructions	_____	_____
3. Developing good work habits		
Managing time effectively	_____	_____
Developing efficiency in waiting on customers	_____	_____
Learning and obeying store policies	_____	_____
Learning to write charge slips	_____	_____
Learning where to locate and replace specific toys	_____	_____
4. Learning other procedures		
Applying knowledge gained about toys for different age groups	_____	_____
Assisting customers in selecting toys	_____	_____
Developing a congenial personality	_____	_____
Learning the techniques of selling in the particular store	_____	_____
Learning and using the principles of display	_____	_____
Studying how displays influence customers to buy	_____	_____
Preparing toy displays	_____	_____
Studying the types and methods of advertising	_____	_____
Helping to prepare advertisements	_____	_____
5. Learning about related careers		
Toy industry	_____	_____
Nursery schools	_____	_____
Kindergartens	_____	_____
Private homes	_____	_____
Children's recreation centers	_____	_____
Children's hospitals	_____	_____
Pediatric wards of hospitals	_____	_____

6. Completing individual projects
   - Prepare a handbook on toys for all ages, and how they contribute to development of the child
   - Prepare a job description based on experiences at the work station
   - Observe toy departments in other stores for ideas that you might use in your career as a toy sales clerk

Signatures:

Employer _____ Parent _____

Teacher-coordinator _____ School _____

(Copies to: employer, teacher-coordinator, student)